Lillian Crespo

Wiki assignment #8

5 annotated articles

Prof. O’Connor

1. Kohler-Evans, P. (2006). Co-teaching: How to make this marriage work in front of the kids [Electronic version]. Education, 127(2), 260-264.

The article introduces the collaborative practice of co-teaching as a means of meeting the requirements of the U.S. No Child Left Behind Act (NCLB) and the Individuals with Disabilities Act (IDEA). The author explains that students do not benefit as much from the instruction in a resource setting as they do in an inclusive general education classroom, but general education teachers do not possess the expertise to teach students with disabilities, effectively forcing a team-teaching situation. While much information exists on effective co-teaching, many schools overlook the value of preparing teachers and simply use the technique to meet the requirements of the law. Results of a teacher survey carried out by the author indicate that the majority of co-teachers believe co-teaching influences student achievement.

1. Zehr, M.A. (2006). Team-teaching helps close language gap. Education Week, 26(14), 26-29. (ERIC Document Reproduction Service No. EJ754013).

Minnesota public schools, "pullout" teaching is frowned upon. Instead, "collaboration" is the favored method when it comes to teaching English-language learners. For three of the past four years, the district has made adequate yearly progress for its English-language learners under the federal No Child Left Behind Act. It has done so with a population that is primarily Hmong, a Laotian ethnic group that was first resettled in the Twin Cities in the late 1970s after the Vietnam War. The St. Paul district is "amongst the best" of 65 urban school systems in nearly closing the achievement gap between English-language learners and native speakers based on an analysis of state data. Over the past seven years, the district in the Minnesota capital has revamped its programs for elementary students so that inclusion has replaced assigning English-language learners to a full-day English-as-a-second-language track or having an ESL teacher regularly pull them out of class. Now, mainstream and ESL teachers co-teach in the same classroom, which is not a commonly used method. This article describes how teachers team-teach to help English-language learners.

1. Dove, M., & Honigsfeld, A. (2010). ESL coteaching and collaboration: Opportunities to develop teacher leadership and enhance student learning. TESOL Journal, 1(1), 3-22.

This article presents seven English as a second language (ESL) coteaching models and explores other possibilities of collaboration between general education classrooms teachers, content area teachers, and ESL specialists in the K-12 context. Through authentic case pieces, the authors illustrate how collaborative experiences and coteaching opportunities can lead to the emergence of teacher leaders and enhanced students learning.

1. Cramer, E., Nevin, A., Thousand, J., & Liston, A. (2006, January). Co-teaching in urban school districts to meet the needs of all teachers and learners: Implications for teacher education reform. Paper presented at the American Association for Colleges of Teacher Education, San Diego, CA. (ERIC Document Reproduction Service No. ED491651)

A mixed methodology approach was used to address the question: what are skills, knowledge and dispositions that co-teachers need to balance the seemingly competing mandates of NCLB and IDEIA in order to prepare teachers for the classrooms of today and tomorrow? Based on the results of two recent studies that focused on secondary co-teacher teams (one conducted in Florida; one in California), the authors report both quantitative and qualitative data obtained through the use of surveys, interviews, and observations in California and Florida. We extrapolated information for teacher educators as to how to prepare urban co-teachers to meet their needs and the needs of their students. Successful co-teaching practices that were observed are described and the assessed needs of current co-teachers are discussed for future planning of co-teaching preparation policies and practices.

1. Murawski, W. W. & Swanson, H. L. (2001). A meta-analysis of co-teaching research: Where are the data? Remedial and Special Education, 22(5), 258-267.

Students with special needs are increasingly being served in the general education classroom. Co-teaching is one service delivery option designed to meet those needs. The purpose of this article is to synthesize data-based articles pertaining to co-teaching between general and special education personnel. Of 89 articles reviewed, only 6 provided sufficient quantitative information far an effect size to be calculated. Effect sizes for the individual studies ranged from low (0.24) to high (0.95), with an average total effect size of 0.40. Dependent measures were varied and included grades, achievement scores, and social and attitudinal outcomes. Results indicate that further research is needed to substantiate that co-teaching is an effective service delivery option for students with disabilities.